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ABSTRACT

This curriculum guide and content outline for the telemarketing entry-level position contains seven sections: (1) specialized telemarketing tasks; (2) telemarketing selling skills; (3) marketing tasks; (4) business-related tasks; (5) business-specific tasks; (6) personnel/human resources-related tasks; and (7) communications and minimum skill tasks. Each section includes an introduction and topics covered, purpose, objective(s), activities, evaluation, resources, content outline, and additional topics. Section 1 contains the following units: telephone manners; telemarketing in relation to the firm; personal minimum skills; telephone as a marketing tool; telemarketing trends; telephone procedures; dimensions; marketing techniques; and telemarketing and marketing mix. Section 2 covers these topics: attention techniques; customer relations; customer rapport; product benefits; building rapport; handling objections; closing techniques; special objections/complaint techniques; professional, vocal, image techniques; and appointments and call backs. In section 3, the topics are as follows: marketing; competition; daily calculations/sales; and inventory control. Section 4 deals with computer keyboarding and consumer laws. Section 5 covers consumer credit limits and collecton procedures. The subjects of section 6 include: letters of application; job interviews; consumer behavior; goal setting; career searches; and job search techniques. Section 7 contains communications and minimum skill tasks. (NLA)

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TELEMARKETING

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CURRICULUM GUIDES

&

CONTENT OUTLINES

FOR

TELEMARKETING

ENTRY-LEVEL POSITION

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DEPARTMENT OF EDUCATION
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DEVELOPED BY:

DR. DEL SHEPARD, ASSISTANT PROFESSOR
DEPARTMENT OF MARKETING
SCHOOL OF BUSINESS
UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50614-0126
319-273-2225

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TABLE OF CONTENTS

SECTION ONE - SPECIALIZED TELEMARKETING TASKS	1
Overview of Telemarketing and Relationshiip to the Firm	2-5
Telephone Manners	6-7
Personal/Minimum Skills Required for Telemarketing	8-9
Current Trends and Dimensions in Telemarketing	11
Using Various Telephone Systems and Handling Inbound and Outbound Calls	12-13
Marketing Techniques and The Marketing Mix	14-16
Additional Telemarketing Skills	17
SECTION TWO - TELEMARKETING SELLING SKILLS	18
Attention Techniques	19-21
Effective Customer Relations	22-24
Product Features and Benefits	25-27
Handling Customer Objections and Complaints	28-30
Closing the Sale	31-33
Making Appointments and Call Backs	34-36
Developing a Professional Image	37-39
Customer Information and Product Profiles	40-43
Opening the Sale and Presenting Merchandise	44-46
Solving Customer Problems	48-51
Telemarketing and Other Forms of Media	52-53
Prospecting for Customers	54-55
Additional Telemarketing Skills	56
SECTION THREE - MARKETING TASKS	57
Basic Elements of Marketing	58-59
Dealing With the Competition	60-62
Daily Calulations	62
Inventory Control	63-64
Additional Telemarketing Skills	65
SECTION FOUR - BUSINESS RELATED TASKS	66
Computer Keyboarding	67-68
Consumer Laws	70-72
Additional Telemarketing Skills	73

SECTION FIVE - BUSINESS SPECIFIC TASKS 74

Consumer Credit Limits 75-76
Collection Procedures 78
Additional Telemarketing Skills 79

SECTION SIX - PERSONNEL/HUMAN RESOURCES RELATED 80

Letters of Application 81-84
Job Interviews 85-88
Consumer Behavior 89-90
Goal Setting 91-92
Job Applications & Resumes 94-96
Emotional Appeal 97
Professional Trade Journals 98
Career Searches & Job Changes 99-101
Additional Telemarketing Skills 102

SECTION SEVEN - COMMUNICATIONS & MINIMUM SKILL TASKS 103

TELEMARKETING

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

Within this section several topics are deemed as being highly important to the success of the individual who would be working at an entry-level position in telemarketing. Topics include:

1. Telephone manners
2. Overview of telemarketing/relation to the firm
3. Personal/minimum skills needed
4. Telephone as a marketing tool

OVERVIEW OF TELEMARKETING AND RELATIONSHIP TO THE FIRM

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

PURPOSE: This unit is designed to help participants understand an overview to telemarketing, its relationship to the firm in which they work, and the role that the telephone plays as a marketing tool.

OBJECTIVE: Upon completion of this unit, participants will:

* have an awareness of the various functions that are performed by telemarketing
* understand the relationship of telemarketing to other marketing functions of the firm
* be able to explain the various uses of the telephone in telemarketing

ACTIVITIES: Discussion should center around:

* what is telemarketing
* what telemarketing can do for the firm
* examples of how telemarketing is used
* what telemarketing cannot do

Have participants list examples of how telemarketing can effectively be used within their own firms if applicable.

Discuss the relationship of telemarketing to other marketing functions within the firm, including the following:

* outside sales functions
* inside sales functions (where applicable)
* advertising
* sales promotion
* customer service
* others

EVALUATION: The participants should be able to identify the functions performed by telemarketing within the firm.

The participants should be able to describe the relationship that telemarketing plays with the other marketing functions of the firm.

The participants should be able to list uses of the telephone in telemarketing and give at least two examples of how the telephone can be used effectively in each category.

RESOURCE: "In-House Telemarketing", Thomas McCafferty, Glen T. Presley Associates, Inc., 1987, pp. 3-19.

"Telephone Marketing"
Available from:
American Sales and Marketing Institute
98 Cutter Mill Road
Great Neck, NY 11021
Price: $2.00 per issue

CONTENT OUTLINE

A. What is Telemarketing?

1. Planned use of the telephone as a selling tool
2. Used along with traditional marketing techniques
3. Must justify its own use in cost savings and effective coverage of sales territory
4. Telemarketing is used for both inbound and outbound calls

B. What Telemarketing Can Do for the Firm

1. Direct selling to customers, both retail and commercial
2. Perform seasonal selling
3. Special promotions
4. Setting appointments for field sales force
5. Reactivating dormant accounts
6. Account management
7. Opening new sales territories
8. Cleaning prospect lists
9. Developing prospect lists
10. Qualifying prospects
11. Generating new leads
12. Backing up field sales force
13. Creating awareness among customers, prospects and third party influences
14. Collecting overdue accounts
15. Market research
16. Defining markets
17. Positioning and pricing products
18. Refining engineering values or product development
19. Fine-tuning marketing strategies
20. Learning about competition
21. Maintaining customer/shareholder relations
22. Overcoming negative publicity
23. Explaining unusual developments (name change, merger, sales of company, etc.)
24. Order-taking
25. Solving service and parts problems
26. Cross-selling/upgrading
27. Renewing subscriptions
28. Updating records (taking changes of addresses)
29. Supplying information to inquires
30. Qualifying/screening inquires
31. Taking reservations (seminars, entertainment)
32. Tracking advertising/promotion/publicity

C. What Telemarketing Cannot Do

1. Not a solution to all the problems of the company
2. Cannot operate in isolation of other marketing functions
3. Not to be used in every customer contact situation

D. Telemarketing's Relationship to Other Marketing Functions

1. Telemarketing as an extension, but not a replacement, for outside sales
2. Effective use of telemarketing to supplement inside sales effort
3. Telemarketing used to support advertising function
   a. Check awareness level of the customer to the firm's advertising campaign
   b. Assess the effectiveness of advertising campaign
4. Telemarketing as a follow-up to sales promotion efforts of the company
5. Creating and maintaining effective customer relations through telemarketers

TELEPHONE MANNERS

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

PURPOSE: This unit is designed to assist participants in developing professional telephone manners for use in telemarketing.

OBJECTIVE: Upon completion of this unit, participants will:

* have developed professional telephone manners

ACTIVITIES: Identify mannerisms which are distractors over the telephone. Examples include:

* speaking too low to be heard or too loud
* speaking too fast or too slow
* using terminology not understood by the customer
* being discourteous to the customer
* use of slang or vulgarity over the telephone

Discuss the list of distractors developed and identify ways in which to prevent them.

Role play telephone conversations in which the telemarketer is using professional telephone manners. Emphasis should not be placed upon the content of the telephone conversation, but rather upon the mannerisms displayed. Other participants should observe the conversation and give feedback.

EVALUATION: The participants should be able to identify mannerisms which should be avoided in making telephone calls to customers.

The participants should be able to role play a telephone conversation with a customer and avoid using any distracting mannerisms during the call.

RESOURCE: "How to Be a Successful Telephone Sales Representative"
Available from:
A Division of American Management Association
135 West 50th Street
New York, NY 10020

"Telephone Courtesy Pays Off"
Available from:
American Media Incorporated
1454 30th Street, Suite 105
West Des Moines, Iowa 50265

Price: 5-day rental for $110; Lease/purchase for $475

CONTENT OUTLINE

A. Professional Telephone Manners

1. The telephone as a medium for contact with the customer
   a. Importance of professional mannerisms over the telephone
   b. First impressions left by the caller
   c. Telephone sales often only have one chance to sell

2. Distractors to effective telephone sales

   a. Speaking too low to be heard or too loud
   b. Speaking too fast or too slow
   c. Using terminology not understood by the customer
   d. Being discourteous to the customer
   e. Using slang or vulgarity over the telephone
   f. Background noise and distractions
   g. Poor grammar and vocabulary
   h. Poor pacing of sales presentation
   i. Lack of preparation
   j. List others

B. Role playing a sales call

1. Have participants work in teams of two to prepare for a role playing situation in which one will be the customer and the other the telemarketer.
2. A short script of the sales call should be prepared in which the telemarketer is to do one or more of the following:
   a. Introduce the customer to the company and the line of products available for sale.
   b. Explain a new product available on the market from the telemarketing firm.
   c. Explain a new sales promotion campaign being made available to the customer business.
   d. Others that may be developed by the instructor.
3. Participants may use telephone equipment if available. If none is available, participants may role play their telephone conversation while sitting back to back so that they cannot see each other, or they can be separated by a short partition.
4. Other members of the class should critique the sales call to identify any distracting mannerisms displayed by the telemarketer.
5. Each team should have the opportunity to role play their telephone conversation.
6. Tape recording the telephone conversations may be useful for assessing participant progress.

C. Share with the participants information contained in the publication, "How to Be a Successful Telephone Sales Representative".

D. View the film "Telephone Courtesy Pays Off".

PERSONAL/MINIMUM SKILLS REQUIRED FOR TELEMARKETING

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

PURPOSE: This unit is designed to assist the participants in determining the personal skills needed to be a telemarketer.

OBJECTIVE: Upon completion of this unit, participants will:

* have an awareness of the personal skills needed to be a telemarketer
* have an understanding of whether they possess the minimum skills necessary to be an effective telemarketer

ACTIVITIES: Discuss the general characteristics necessary for any sales position.

Discuss the unique characteristics required of individuals working in the telemarketing field. Have participants list their own strengths and weaknesses with regard to the characteristics necessary for telephone sales.
Identify personal characteristics necessary for the following:

* Inbound sales
  - Retail customers
  - Commercial customers
* Outbound sales
  - Retail customers
  - Commercial customers
* Collections
* Prospecting
* Others

EVALUATION: The participants should be able to identify the necessary characteristics of an effective telemarketer.
The participants should be able to describe their own skills and areas needing improvement in order to become an effective telemarketer.

RESOURCE: "Telephone Marketing"
Available from:
American Sales and Marketing Institute
98 Cutter Mill Road
Great Neck, NY 11021
Price: $2.00 per issue

CONTENT OUTLINE

A. General Characteristics Necessary for Sales

1. Maturity/self-confidence
2. Personal selling skills
3. Cooperativeness
4. Communications/public speaking skills
5. Pleasant disposition
6. Punctuality/dependability
7. Professional mannerisms
8. General marketing skills
9. Extroversion
10. Self-motivation
11. Positive attitude
12. Good judgment
13. Time management ability
14. Persistence/persuasiveness
15. Good customer relations
16. Initiative
17. Integrity

B. Discuss each of the characteristics listed above with regard to success as a telemarketer.

C. All participants should be given paper on which to write their STRENGTHS and WEAKNESSES with regard to the list of characteristics necessary for telephone sales.

1. Have participants look particularly at the various telemarketing functions such as:

a. Inbound sales
   (1) Retail customers
   (2) Commercial customers
b. Outbound sales
   (1) Retail customers
   (2) Commercial customers
c. Account collections
d. Prospecting for new customers
e. Others

D. Participants should be able to develop a profile of characteristics which they possess that would be appropriate for each of the telemarketing functions.

1. From this profile, participants should be better able to determine which telemarketing functions best suits their talents.
2. They should also be able to determine those areas in which they need to improve to become a well-rounded telemarketer.

TELEMARKETING

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

Within this section there are several topics which are indicated as being of medium importance to the success of an individual working in an entry-level position in telemarketing. Topics include:

1. Current trends in telemarketing
2. Basic telephone procedures
3. Dimensions of telephone marketing
4. Marketing techniques for telemarketing
5. Telemarketing and marketing mix

CURRENT TRENDS AND DIMENSIONS IN TELEMARKETING

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

PURPOSE: This unit is designed to help participants gain an understanding of the dimensions of telephone marketing and the current trends in telemarketing.

OBJECTIVE: Upon completion of this unit, participants will:

* have an awareness of the various dimensions of telephone marketing
* be able to identify current trends that are taking place in the field of telemarketing

ACTIVITIES: Invite guest speaker(s) from local businesses who use telemarketing in their operations. Emphasis should be placed upon the following:

* Overview to the industry--where telemarketing is today
* How telemarketing fits into the organization
* Career opportunities in telephone sales
* Uses of telephone marketing services within the firm
* Dimensions of telephone marketing used by business and industry
* Current trends in telemarketing

Several different businesses may be represented to provide a wider variety of insight to the students.

EVALUATION: When given specific examples, participants should be able to identify where telemarketing fits into an organization. This could be done by use of case studies.
The participants should be able to identify changes taking place in business and industry as a result of telemarketing.
The participants should be able to describe current trends in telemarketing.

RESOURCE: "TeleProfessional", the Quarterly Forum for Professionals Doing Business by Phone
Available from:
Del Mar Associates
1049 Camino Del Mar
P.O. Box 123
Del Mar, CA 92014
Price: One year (4 issues) $39.00

USING VARIOUS TELEPHONE SYSTEMS AND HANDLING INBOUND AND OUTBOUND CALLS

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

PURPOSE: This unit is designed to help participants acquire skills in basic telephone procedures.

OBJECTIVE: Upon completion of this unit, participants will:

* have developed an understanding of various telephone systems available to businesses
* be familiar with proper procedures for handling inbound telephone calls
* be able to make outbound telephone calls

ACTIVITIES: Discuss procedures to be followed in using each of several different kinds of telephone equipment. Explain the purposes of the various components of the systems and how they function.

Recommend a visit to several different telemarketing firms to observe the use of telephone equipment. Specific attention should be paid to the proper telephone procedures used by TSR's (Telephone Sales Representatives) in making both inbound and outbound calls.

Suggest that students be given the opportunity to experience first-hand, the making of inbound telephone calls, using classroom simulation equipment, equipment located in a college, or equipment used by telemarketers located at a business site. Participants should also be given the opportunity to use the equipment in receiving inbound calls.

The length of time spent on this activity will vary depending upon the availability of equipment and the emphasis that is placed upon this topic at this time in the participants' training. The major concern at this point should be to familiarize the participants with the kinds of equipment that are available and the procedures used in handling inbound and outbound calls.

EVALUATION: The participants should be able to use proper telephone procedures in making both inbound and outbound telephone calls.

The participants should be able to role play a situation in which they must demonstrate the proper techniques in making and receiving calls.

RESOURCE: "Telephone Marketing Techniques", AMACOM, Monograph

Available from:

Donald O. Rod Library
University of Northern Iowa
Cedar Falls, Iowa

MARKETING TECHNIQUES AND THE MARKETING MIX

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

PURPOSE: This unit is designed to provide the participants with insight into marketing techniques that can be performed through telemarketing and the identification of the marketing mix strategies used by businesses in telemarketing.

OBJECTIVE: Upon completion of this unit, participants will:

* have an understanding of the marketing techniques performed by businesses
* be able to identify marketing techniques that can be performed through telemarketing
* understand marketing mix strategies used by businesses in telemarketing

ACTIVITIES: Discuss the various marketing techniques and functions performed by businesses that are associated with both products and services.

Identify those marketing techniques that can be performed using the telemarketing function.

Outline strategies used by telemarketing businesses to identify the company's marketing mix.

EVALUATION: The participants should be able to list the marketing techniques that are performed by both product-oriented and service-oriented businesses and industries.

The participants should be able to describe the marketing techniques performed by both service and product-oriented businesses that can be carried out through the telemarketing function of the firm.

When given a specific example, the participants should be able to formulate marketing mix strategies, used by businesses in the telemarketing field.

RESOURCES: "Telephone Marketing Techniques"
Available from:
Donald O. Rod Library
University of Northern Iowa
Cedar Falls, Iowa

"Telephone Marketing"
By Murray Rowen
McGraw-Hill Book Company

CONTENT OUTLINE

A. Marketing Techniques and Functions

1. What is marketing?
2. Identification of channels of distribution
3. Personal sales function
4. Mass selling
   a. Advertising
   b. Publicity
5. Sales Promotion
6. Techniques for product and service-oriented businesses
7. Market research

B. Marketing Techniques Performed by Telemarketers

1. Customer service
2. Outbound sales to retail customers
3. Outbound sales to commercial customers
4. Inbound sales calls
5. Market research
6. Account collections
7. Customer prospecting

C. Marketing Mix Strategies used by Telemarketing Firms

1. Elements of the marketing mix
   a. Product or service offered for sale
      (1) Identification of customer needs
      (2) Demographic characteristics of the customer
   b. Place - distribution points for products or services
      (1) Availability of the product when the customer needs it and when it is needed
      (2) Time required to deliver products and services
   c. Promotion
      (1) The actual sales presentation to the customer
      (2) Sales promotion materials that support sales
      (3) Advertising campaigns to stimulate demand
      (4) Publicity
   d. Price
      (1) Strategies
      (2) Discounts
      (3) Allowances
      (4) Credit
      (5) Payment plans

TELEMARKETING

ENTRY-LEVEL POSITION

SPECIALIZED TELEMARKETING TASKS

Additional topics which are related to the major category of specialized telemarketing tasks, which would be appropriate to cover if time permits. Topics include:

1. Reading/understanding/economizing on your phone bill
2. Long-term telephone cost reduction
3. Telephone networks
4. Transmission equipment
5. Microwave radio
6. Satellite communications
7. Fiber optics
8. Telecommunications industry
9. Introduction to telemarketing software
10. Application of telemarketing software

For the purposes of this curriculum guide, only those topics which were indicated to be highly important or of medium importance were included in the curriculum design. Additional topics may be developed in the formulation of the curriculum as deemed appropriate.

TELEMARKETING

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

Within this section there are twelve topics which are indicated as being highly important to the success of the individual who would be working at an entry-level position in telemarketing. Topics include:

1. Attention techniques
2. Customer relations
3. Customer rapport
4. Product benefits
5. Building rapport
6. Handling objections
7. Closing techniques
8. Special objections/complaint techniques
9. Professional, vocal, image techniques
10. Appointments and call backs
11. Telemarketing - customer and product knowledge
12. Telemarketing - approaching customers/ presenting merchandise

ATTENTION TECHNIQUES

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is developed to provide the participants with skill building techniques in gaining the attention of the customer in a telephone sales situation.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to identify key elements necessary to gain the attention of the customer over the telephone

* be able to demonstrate techniques used to gain the attention of the customer in a telephone sales situation

ACTIVITIES: Discuss the importance of gaining the attention of the customer in a short amount of time when making a telephone sales call.

Develop attention getting statements to be used by the telemarketer over the phone. Refer to the content outline for more detail.

In a role playing situation, have all participants use at least one of their statements to attempt to gain the attention of the customer. Have other students in the class critique the effectiveness of the statements and give feedback to the caller.

EVALUATION: The participants should be able to discuss the need for gaining the attention of the customer as quickly as possible in a telephone sales situation.

The participants should be able to develop at least three statements which could be used in an actual telephone sales call.

The participants should be able to demonstrate their ability to make an effective sales call, using an attention getting statement to open the call.

RESOURCES: "The Sales Script Book"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $99.00

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

"Selling on the Phone"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 5-day rental for $110; Lease/Purchase for $475

"Successful Telephone Selling in the 80's"
by Martin D. Shafiroff & Robert L. Shook
Bames & Nobel Books

CONTENT OUTLINE

A. Attention Getting Techniques

1. Call the customer by name and identify his/her company name.
2. Identity the caller and the name of your company.
3. Tell the customer the "WHY" of your call.
4. Ask questions that will get "YES" responses.
5. Use phrases that are professional--don't talk down.
6. Emphasize the saving of time and money.
7. Stress the benefits of your company/product/service.
8. Make effective use of the customer's time.

B. Development of Telephone Sales Scripts for Getting Attention

1. Outline what is to be said the instant the customer answers the phone.
2. Include customer name, your name, company name, etc.
3. Write the script word for word for practice purposes.
4. Practice the script verbally to be sure it sounds professional.
5. Highlight key words to use that are attention getters.
6. More practice with the script should allow caller to sound like a professional and not like they are reading the sales presentation to the customer.

C. Role Playing Situation

1. Using developed statements, each participant is to simulate a telephone call to a customer.
2. Another student in the class is to role play the part of the customer, or the instructor can play this part if desired.
3. Students should critique the sales call for the following points:
   a. Professional nature of sales calls
   b. Identification of customer, caller, caller's company
   c. Purpose of the call
   d. Use of key words or phrases to get the customer's attention

EFFECTIVE CUSTOMER RELATIONS

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is developed to provide the participants with an understanding of the need for good customer relations and an ability to build effective customer rapport.

OBJECTIVE: Upon completion of this unit, participants will:

* demonstrate an understanding of the need for good customer relations in telemarketing
* demonstrate an ability to build effective customer rapport in a sales situation with a customer

ACTIVITIES: Discuss the need for developing and maintaining good customer relations. Describe techniques used in the development of effective customer relations.
Discuss techniques used in developing a professional rapport with the customer in a telephone sales situation.
In a simulated telephone sales situation, the students should demonstrate their ability to gain the confidence of the customer and to develop a rapport with the customer on a professional level.

A variation of the above simulation might include:

* having the customer call the firm (inbound) with a complaint or concern for a product or service
* having the customer express a desire to receive a personal incentive to purchase the product or service, which is consider unprofessional by the selling company
* having the sales representative make a telephone sales call (outbound) to a customer who has previously had difficulty with the company's product or services

Additional situations can be used to give the students experience in dealing with situations in which they must develop a positive customer relationship, given a difficult situation. The students must also deal with the establishment of a professional rapport with the customer in a difficult situation.

EVALUATION: The participants should be able to demonstrate an understanding of the need for good customer relations in a telemarketing situation.

The participants should be able to discuss techniques used in developing a professional rapport with the customer in a telephone sales situation.

The participants should be able to demonstrate an ability to build effective customer rapport in a sales situation with a customer

RESOURCES: "In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

"Selling on the Phone"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 5-day rental for $110; Lease/Purchase for $475

"Successful Telephone Selling in the 80's"
by Martin D. Shafiroff & Robert L. Shook
Bames & Nobel Books

"Non-Manipulative Selling"
by Anthony Alessandra & Phillip Wexler
Available from:
Ruston Publishing Company
Prentice-Hall Company
Englewood Cliff, NH 07632
Price: Hard-cover text - $19.95
Paperback book - $14.95

CONTENT OUTLINE

A. The Need for Customer Relations

1. Sales of products or services over the phone
   a. Apprehension of customers
   b. Mistrust of telephone sales
   c. Image of telemarketing

2. Overcoming difficulties experienced with past sales calls
   a. Handling past problems of the customer with your company first, then making future sales
   b. Understanding customer needs for satisfaction

3. Techniques used in developing good customer relations
   a. Establishing trust in the salesperson
   b. Developing trust in the company
   c. Instilling trust in the products or services

4. Handling more than the sale
   a. Showing concern for delivery of the product or service
   b. Handling questions on follow-up services:
      (1) Warranty
      (2) Product service
      (3) Installation
   c. Financing and credit

B. Developing a Professional Rapport with the Customer

1. Understanding that the customer is ALWAYS RIGHT

2. Professional ethics

3. Using professional sales techniques

4. Honesty is the BEST POLICY

5. Put yourself in the place of the customer--remember the GOLDEN RULE

PRODUCT FEATURES AND BENEFITS

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to assist the participants in conducting product/service analysis to determine the features and benefits to the customer.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to develop an analysis of products or services being sold to the customer that include features and benefits

ACTIVITIES: When given a product or service, the participants will develop an analysis of the features and benefits to the customer. Refer to the content outline for more details.

The product/service analysis should be prepared in written form by the participants and presented to the class verbally or to the instructor as an assignment.

The instructor may choose to assign specific products or services to the students to prevent duplication, or they may allow the students to select their own product or service with which they are familiar.

Emphasis should be placed upon identifying the features of the product and the benefits to the customer when making the purchase. If the product or service is sold at retail, the benefits should of course be to the ultimate consumer of the product. If, on the other hand, the product or service is to be sold commercially, the benefits should be derived by the firm making the purchase.

EVALUATION: The participants should be able to describe the processes involved in conducting a product/service analysis.

When given a specific example, the participants should be able to demonstrate the ability to conduct a product/service analysis, with particular attention being given to the features and benefits to the customer.

RESOURCES: "Secrets of Selling"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $4.75

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

CONTENT OUTLINE

A. Product/Service Analysis

1. Identify features of the product/service.
2. Research features of competing products/services.
3. Outline unique features of the product/service.
4. Identify extra costs associated with unique features.
5. Identify intangible features associated with product/service.
6. Indicate benefits to the customer when making purchase.
7. List both tangible and intangible benefits.
8. Identify depth and breadth of product/service line.
9. Associate each feature with a benefit to the customer.
10. List strengths and weaknesses of product/service when compared to the competition.

B. Script Statements should be Developed for each Benefit

1. Statements should be appealing to the customer.
2. Statements should take into consideration the needs of the customer.
3. Features should be mentioned in concise statements with the outcome being beneficial to the customer.
4. Use the problem-solving approach in describing benefits.
5. Remember, the customer is concerned with saving time and money.

HANDLING CUSTOMER OBJECTIONS AND COMPLAINTS

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to assist the participants in handling objections and customer complaints.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to identify techniques used in handling customer objections during a sales presentation
* be able to deal with special objections raised by the customer
* be able to handle customer complaints in a professional manner

ACTIVITIES: Discuss techniques that can be used in handling objections raised by the customer during a telephone sales situation. Stress the importance of telemarkers preparing a list of answers to know objections commonly received from customers. In addition, discuss how telemarketers must be able to "think on their feet" during the sales presentation when dealing with objections.

Stress the need to "stick to the script" when talking about the product and to avoid rambling. kFailure to follow the script often creates additional questions in the mind of the custommer. Sales presentations can always contain unexpected objections which cannot be anticipated by the telephone sales representative. Discuss some of these situations so that the participants are aware of how they might arise.

Role play in small groups the handling of customer objections. Use case studies in which the students are placed in a situation as a telemarketer having to answer objections raised by the customer during a telephone sales call. One student should role play the part of the salesperson, and the other students collectively can role play the part of the customer.

A variation of this technique would be for students to role play a telephone conversation with a customer after developing a script of possible responses to objections.

EVALUATION: The participants should be able to describe techniques used to handle expected objections during the sales presentation.

The participants should be aware of methods used to deal with special objections raised by the customer in a telephone selling situation.

The participants should be able to demonstrate their ability to handle customer objections as a part of a selling situation.

RESOURCES: "Secrets of Selling"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $4.75

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

"The Sales Script Book"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $99.00

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

CONTENT OUTLINE

A. Techniques Used in Handling Customer Objections

1. Never ignore a customer objection--handle objections when they arise.
2. Know the difference between questions and objections.
3. Price--the number one objection--know how to overcome.
4. LISTEN to what the customer is saying.
5. Never assume you understand why they are objecting--ASK.
6. Restate the objection to clarify for the customer.
7. Be assertive, not aggressive.
8. Control anger and emotions.
9. Putting yourself in the shoes of the customer.
10. Answer the objection to the satisfaction of the customer.
11. Always plan for known objections in sales presentations.
12. Develop scripts for dealing with usual customer objections.

B. Dealing with Special Objections of the Customer

1. Realize that telephone sales create stress for the customer.
2. Special objections may arise at any time during the sales presentation--many are unique to the customer's situation--if objections cannot be answered on the spot, assure the customer that you will get that information to them as quickly as possible, and do it.
3. Seek advice from supervisor on special cases when needed.

C. Handling Customer Complaints

1. Identify the REAL complaint.
2. Never argue with the customer--remember, the customer is always right, even when they aren't.
3. Find the cause of the complaint.
4. Assure the customer that their complaint will be heard.
5. Restate the complaint for clarity--be sure you understand what the problem is before trying to solve it.
6. Give the customer specific time lines as to when you will get back to him/her, solve their problem, etc. Vague answers to complaints generate additional concern on the part of the customer.

D. Role Playing Situations

1. Late delivery of a product, causing the loss of customers.
2. Defective product, creating need to return to company.
3. Service personnel not solving problem on installed equipment.
4. Overcharge on account resulting in inaccurate billing.
5. Assessment of late charges on bill already paid.
6. Additional situations can be developed for role playing.

CLOSING THE SALE

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to help the participants develop closing techniques to the sales call.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to identify techniques to be used in closing the telephone sales call
* be able to demonstrate the ability to close a sales presentation

ACTIVITIES: Discuss the various techniques that can be used to close the sales call. Describe the differences in closing a field sales call versus a sales call over the telephone.

In small groups have the participants develop several closing statements to be used to bring a sales presentation to a close.

In a role playing situation, have all students demonstrate their ability to close a sales call over the telephone. Other participants or the instructor can role play the part of the customer.

EVALUATION: The participants should be able to describe at least five techniques to be used in closing the sale.

The participants should be able to develop a script to be used in closing an actual sales situation.

The participants should be able to demonstrate their ability to close the sale in a role playing situation.

RESOURCES: "The Sales Script Book"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $99.00

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

"Selling on the Phone"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 5-day rental for $110; Lease/Purchase for $475

"Successful Telephone Selling in the 80's"
by Martin D. Shafiroff & Robert L. Shook
Bames & Nobel Books

"Sales Management: Concepts and Cases"
by Douglas J. Dalrymple
John Wiley & Sons Publishers
Second Edition, 1985

CONTENT OUTLINE

A. Techniques Used in Closing the Sale

1. Trial closes.

2. Closing the sale doesn't always come at the end of the the sales presentation--listen to the customer for clues to readiness to buy.

3. ASKING FOR THE ORDER--sales are not usually made without the salesperson asking the customer to buy.

4. Use the credit or cash approach to closing.

5. Close by asking how many, what color, what size, etc.

6. Close by asking when purchse is to be delivered, or where.

7. Realize that if one closing attempt doesn't work, another may--go back to the sales presentation, ask questions, and try again.

8. Sales calls that don't close with a sale generally don't get a second chance.

9. Be assertive in asking for the order.

10. Use the direct and indirect approach to closing the sale.

11. Other techniques:

    a. Alternative choice
    b. Summary close
    c. Minor decision
    d. Assumption close
    e. Continuous yes close
    f. Special concession close
    g. Standing room only

MAKING APPOINTMENTS AND CALL BACKS

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to assist the participants in developing skills for making appointments and call backs.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate their ability to make appointments by telephone

* be able to demonstrate their ability to make call backs to customers

ACTIVITIES: Discuss the need for making appointments with customers when it is not appropriate to talk with them at the time of the original telephone call. Describe other times when it is more effective to make an appointment for a telephone sales situation than making a cold call on a customer.
Have students practice making appointments over the telephone, making sure that they give the customer adequate information concerning the caller's intentions, time of the call, etc.

Discuss the need for call backs in some selling situations; i.e., customer is unavailable to talk at the time of the call, the call is interrupted by other business of the customer, additional information is needed to make a more effective sales presentation, etc.
Have participants demonstrate their ability to both set up and make call backs to customers. Other students can role play the part of the customer.

EVALUATION: The participants should be able to describe various situations in which making an appointment is necessary for a telephone sales presentation.

The participants should be able to demonstrate their ability to make telephone sales call appointments.
The participants should be able to identify situations in which call backs are necessary in telephone sales.

The participants should be able to demonstrate their ability to make effective call backs to customers.

RESOURCES: "The Sales Script Book"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $99.00

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

"Selling on the Phone"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 5-day rental for $110; Lease/Purchase for $475

"Successful Telephone Selling in the 80's"
by Martin D. Shafiroff & Robert L. Shook
Bames & Nobel Books

"Sales Management: Concepts and Cases"
by Douglas J. Dalrymple
John Wiley & Sons Publishers
Second Edition, 1985

CONTENT OUTLINE

A. Making Telephone Sales Call Appointments

1. Identify the caller, his/her company, and the purpose of the call.
2. Find the right person for the sales appointment--saves the salesperson's time, but more importantly, saves the customer's time.
3. Set the appointment at a time convenient for the customer.
4. Identify any special information that the customer may need prior to the sales call.
5. Ask if anyone else from the customer's company should be included in the sales call.
6. If sales call is to take place in the distant future, a follow-up notice is helpful, along with any literature to inform the customer of the product or service.
7. Situations in which there is a need for making appointments to make sales calls instead of making cold calls:
   a. When it is not appropriate to talk with the customer. at the time of the original telephone call.
   b. When cold calls are not appropriate.
   c. When the customer is out of town.
   d. When the customer requests another time.

B. Making Effective Call Backs

1. Call backs are used when the sales call cannot be completed immediately.
2. Use call backs to reach the right person.
3. Call backs are necessary when additional information must be obtained for the customer; i.e., price quotes. on special orders, delivery deadlines, specifications on bids for projects, etc.
4. Call backs are appropriate when the customer has experienced several interruptions to the sales call:
   a. Some risk is involved in that the customer may not agree to a call back and may allow the interruptions to delay the sales presentation.
   b. The risk is worth it if the customer agrees to the call back because it allows the customer to schedule a more convenient time.
5. Call backs are made to customer asking for information:
   a. Develop an attitude that the customer wants something you have to sell, but realize you still must make the sale.
   b. Don't make the customer feel you are doing him/her a favor by returning the call.
   c. Call backs should be prompt and should contain the right information the customer requested.

DEVELOPING A PROFESSIONAL IMAGE

ENTRY-LEVEL POSITION

TELEMARKEING SELLING SKILLS

PURPOSE: This unit is designed to provide the participants with skills in developing professional image and vocal image techniques in telephone sales calls.

OBJECTIVE: Upon the completion of this unit, participants will:

* be able to identify techniques used in developing professional image in telephone sales
* be able to demonstrate their ability to use vocal image techniques in telephone sales calls

ACTIVITIES: Discuss the need to develop a professional image over the telephone to the customer. Stress the importance of this image as a representative of the company, and the dependance upon verbal communications as the sole means of creating a professional image in the mind of the customer.

Identify techniques to use to portray a professional image to the customer over the telephone.

Discuss the importance of making effective use of vocal image techniques over the telephone.

Invite a guest speaker to discuss these topics. This person should be very familiar with telemarketing and the need for professional image and voice image techniques.

Students should be required to demonstrate their ability to project a professional image over the telephone in a role playing situation. Voice image techniques should also be demonstrated by the students.

EVALUATION: The participants should be able to identify techniques used in developing professional image in telephone sales.

The participants should be able to demonstrate their ability to use vocal image techniques in telephone sales calls.

RESOURCES: "90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

"Selling on the Phone"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 5-day rental for $110; Lease/Purchase for $475

"Successful Telephone Selling in the 80's"
by Martin D. Shafiroff & Robert L. Shook
Bames & Nobel Books

"NLSP: The Hidden Advantage"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 5-day rental for $130; Lease/Purchase for $595

CONTENT OUTLINE

A. Developing a Professional Image Over the Telephone

1. Customers react more positively to professional sales presentations.

2. The image you project over the telephone says a great deal about you, your company, and your product.

3. What makes up a professional image:
   a. The vocabulary used by the salesperson
   b. Understanding of the customer and his/her needs
   c. Ability to relate to the customer's problem
   d. Reliance upon the customer's expertise, not assuming he/she doesn't know about your company and your products
   e. Maintaining control of the situation
   f. Using professional sales techniques
   g. Being prepared to make the sales presentation
   h. Presenting information in a logical manner
   i. Summarizing presentation
   j. Closing the sale--asking for the order
   k. Providing follow-up

B. Developing Your Vocal Image Over the Telephone

1. The words you use as well as the way you use them, create an image for the caller.

2. Tone of voice.

3. Pacing of the phone call--match the speed of the caller's voice.

4. Avoid slang, unfamiliar terminology (found within your own organization only), vulgarity, etc.

5. Maintain voice control when things get tense.

6. Use variations in the pitch of your voice.

7. Display enthusiam when appropriate.

8. Pronounce words correctly and distinctly.

9. Speak at the same level of understanding as the customers'; i.e., don't speak over their heads, down to them, etc.

10. Use complimentary phrases appropriately.

CUSTOMER INFORMATION AND PRODUCT PROFILES

ENTRY-LEVEL POSITION

TELEMARKEING SELLING SKILLS

PURPOSE: This unit is designed to provide the participants with the ability to develop telemarketing customer and product knowledge in telephone sales calls.

OBJECTIVE: Upon the completion of this unit, participants will:

* have an understanding for the need to develop complete knowledge of their customers in making telephone sales calls
* have the ability to develop a profile of a product to demonstrate product knowledge

ACTIVITIES: Discuss the importance of developing backgound information on customers to improve sales effectiveness. Stress the need to research each customer so that the salesperson has a complete profile of the customer before making the telephone sales call.

Outline the kinds of information that are essential in developing customer knowledge prior to sales calls.

Provide participants with the names of local businesses and have the participants develop a profile of a business as though they were going to make a telephone sales call on the business.

Along with the need to develop customer knowledge, the telephone sales respresentative must be able to develop adequate product knowledge. At this point, reference should be made to the unit of instruction contained in this section regarding the conducting of product/service analysis. If this unit of instruction has not been covered, complete the unit at this time.

EVALUATION: The participants should have completed the unit of instruction contained in this section regarding how to conduct product/service analysis.

The participants should be able to complete a profile of a business with the intent of developing customer knowledge to make a sales presentation.

RESOURCES: "Secrets of Selling"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $4.75

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 701 Marston
Glen Ellyn, IL 60137

CONTENT OUTLINE

A. Sources Used to Develop Customer Knowledge

1. In-house sources of information
   a. Prospect listings
   b. Current accounts
   c. Inactive account files
   d. Secondary marketing research documents
2. Trade Associations Directories
3. Encyclopedia of Associations
4. Governmental agencies
5. Standard & Poor's Register
6. Dun and Bradstreet
7. Standard Industrial Classification

B. Customer Knowledge Needed if You Sell Business-To-Business

1. Company name, account number, and Standard Industrial Classification code
2. Mailing address
3. Shipping address, if different
4. Number of locations
5. Complete phone number
6. Names of buyers by product line
7. Names of assistant buyers or secretaries by product line
8. Names of product specifiers in the case of engineered products
9. Third party influencers, if applicable
10. Annual volume of purchases of your products
11. Maximum potential annual volume of purchases
12. Credit rating and history
13. Other suppliers used by the company
14. Primary competitor of this account
15. Terms and conditions of sale
16. Pricing schedule or discounts available
17. Primary contact at your company
18. Client's normal order/reorder cycle
19. Reason account was sold initially, where applicable
20. Date of last sale
21. Size of last sale and average sale size
22. Customer's gross sales or other measures of size
23. Number of employees
24. Others as deemed appropriate

C. Customer Knowledge Needed if You Sell To Ultimate Consumer

1. Name/occupation
2. Spouse's name/occupation
3. Address
4. Complete phone number
5. Demographics (available from census tract computer tapes)
   a. Gender
   b. National origin (computer programs that can classify individuals based on the national origin of their last names)
   c. Age
   d. Marital status
   e. Income or net worth bracket
   f. Number and type of cars
   g. Neighborhood classification
   h. Affiliations
   i. Dependents
   j. Politics
6. Psychographics
   a. Hobbies
   b. Likes and dislikes
   c. Clubs and other memberships
7. Credit worthiness
8. Buying habits (credit vs. cash)
9. Sales potential for your products/services
10. Others as deemed appropriate

OPENING THE SALE AND PRESENTING MERCHANDISE

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to assist the participants in developing skills to approach the customer over the telephone and to present merchandise (products and/or service) to the customer.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate their ability to approach the customer (open the sale) over the telephone
* be able to effectively present the merchandise to the customer in a telephone sales situation

ACTIVITIES: Outline techniques that can be used to approach the customer. Stress the importance of identifying a need of the customer, which can be satisfied by the company's products or services.

At this point, reference should be made to the unit of instruction contained in this section regarding attention techniques. If this unit has not been completed the participants should be directed to do so prior to proceeding with this unit.

Discuss steps that should be taken prior to the sales call to prepare for the opening of the sales call. Refer to the unit of instruction in this section regarding to the development of customer knowledge. If this unit of instruction has not been completed, have the students do so before proceeding.

Outline methods of product presentation that can be used over the telephone. Stress the difference between the product demonstration techniques used in face-to-face sales situations and those that must be used by the telephone sales representative.

ACTIVITIES: (Continued)

Have the participants prepare several opening statements that can be used in telephone sales presentations. These should be shared with the other participants in the class. The instructor should have each student role play these opening statements for practice.

When given a product/service, participants should develop a step-by-step sales presentation for use in a telephone sales situation. This merchandise presentation should be given in front of the class and can be used as a part of an entire sales presentation which should incorporate all of the selling skills covered in the class.

RESOURCES: "Secrets of Selling"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $4.75

"In-House Telemarketing"
Available from:
Glen T. Presley Assoc., Inc.
Human Resource Development
21 West 7011 Marston
Glen Ellyn, IL 60137

"The Sales Script Book"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $99.00

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

CONTENT OUTLINE

A. Opening the Sale

1. Introduce the salesperson.
2. Introduce the company.
3. Introduce the purpose for the call.
4. Identify the customer by name--be sure you have the right person on the phone.
5. Provide some other identifying information about the customer, i.e., address, company name, type of business, etc.
6. Be considerate of the customer's time--ask if he/she has time to spend with you.
7. Stress the importance of the call and your product or service to the business.
8. Use professional mannerisms.
9. Use attention getting techniques.
10. Get right to the point--realize that you only have seconds to get and hold the attention of the customer.

B. Presentation of Merchandise Over the Telephone

1. Describe the differences between selling in person and selling over the telephone regarding to merchandise.
2. Techniques used to present merchandise:
   a. Use descriptive terms
   b. Cover product features and benefits more thoroughly
   c. Create a visual image of the product for the customer
   d. Identify a need for the product
   e. Backup presentation with literature, samples, etc.
   f. Be sure the customer is familiar with the product

TELEMARKETING

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

Within this section there are several topics which are deemed as being of medium importance to the success of the individual who would be working at an entry-level position in telemarketing. These are listed below:

1. Problem/solution (responding to customer questions/needs)
2. Telemarketing's relationship to other media
3. How to prospect

SOLVING CUSTOMER PROBLEMS

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to assist the participants develop skills in problem solving techniques to respond to customer's questions and needs.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to identify techniques used to solve customer problems and to respond to the customers' questions and needs

ACTIVITIES: Discuss techniques that can be used to solve problems identified by the customer. Stress the need to realize that in many situations the customer may not be aware he/she have a problem. The salesperson is responsibile for assisting the customer by identifying needs that can be solved by the company's products.
Describe techniques that should be used when responding to questions raised by the customer during the sales presentation. Refer to the content outline for topics that should be covered in this unit.

Using a case study approach, assign students to read and prepare responses to a situation in which the customer has an identified problem in his/her business operation. Have the students outline how they would handle the problem. In addition, participants should develop a script to be used in their sales presentation over the phone.
Prepare a list of questions typically asked by the customer in a sales situation and ask participants to develop a response to each question. This may be done individually or in small groups. Responses should be shared with other members of the class.

EVALUATION: The participants should be able to describe techniques to use when solving problems of the customer during a sales presentation. The emphasis should be placed on the identification of needs.

The participants should be able to demonstrate their ability to respond to questions posed by the customer in a telephone sales situation.

RESOURCES: "The Sales Script Book"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $99.00

"Secrets of Selling"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $4.75

"Telemarketing Campaigns That Work"
By Murray Roman
Available from:
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

"90 Telemarketing Skills in 90 Minutes"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: 30-day rental for $195; Lease/Purchase for $695

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CONTENT OUTLIINE

A. Problem-Solving Techniqes

1. Listen to what is being said.
2. Never assume you know what the problem is without hearing all the facts.
3. Restate what you heard the customer say.
4. Clarify points that may cause confusion--get feedback.
5. List items that relate to the perceived problem.
6. Outline possible solutions to elements of the problem.
7. Offer alternative solutions.
8. Describe risks (costs) that may be involved with each alternative.
9. Allow the customer time to think--use pausing.
10. Ask for the customer's decision when resolving a problem.
11. Keep personal bias and opinion out of the picture.

B. Identification of Customer Needs

1. Realize that customer needs can be rational or irrational.
2. Outline emotional buying motives.
3. When in doubt, ask questions--don't assume you understand the what, why, where, when, and how of customer needs.
4. Offer several alternatives to meet the customer's needs--don't overwhelm them with information.
5. Ask probing questions to be sure you have the right product/service to satisfy the customer's needs.

C. Handling Customer Questions in Sales Presentations

1. Never put off a question raised by the customer.

2. If a question will be answered shortly in the sales presentation explain so to the customer and be sure to do so.

3. Treat each question as though it is the most important.

4. Realize that customers cannot concentrate on new information until their questions are answered adequately.

5. Be sure the customer understands your answer before you proceed with the sales presentation.

6. Welcome questions; they show the customer is interested.

7. Be sure all questions have been answered before attempting to close the sale.

8. If questions cannot be answered on the spot, get back to the customer ASAP.

TELEMARKETING AND OTHER FORMS OF MEDIA

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to assist the participants in understanding the relationship of telemarketing to other forms of media used by the company.

OBJECTIVE: Upon the completion of this unit, participants will:

* be able to describe the relationship telemarketing plays in the company, with regard to other forms of media

ACTIVITIES: Discuss other forms of media used by typical companies and the relationship that telemarketing plays in the total marketing mix of the company. Stress the major differences among the various forms of media and the unique characteristics of telemarketing.

EVALUATION: The participants should be able to describe the relationship of telemarketing to other forms of media used by typical companies.

RESOURCES: "How to Market by Telephone"
Available from:
AMACOM
A Division of American Management Assoc.
135 West 50th Street
New York, NY 10020

"Telephone Marketing"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $2.00 per issue

"Communication News Journal"
Available from:
Communication News
Box 610
Duluth, MN 55806-9876
Price: $27.00 per year

CONTENT OUTLINE

A. Other Forms of Media Used by Companies

1. Stress the concept that telemarketing is only one of several forms of media used by the company.

2. Personal selling

   a. Telemarketing
   b. Face-to-face field sales

3. Sales Promotional tools

   a. Sales literature
   b. Catalogs
   c. Proposals
   d. Direct mailings

4. Advertising

   a. Magazine
   b. Newspaper
   c. Radio
   d. Television
   e. Billboards

5. Publicity

PROSPECTING FOR CUSTOMERS

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

PURPOSE: This unit is designed to provide the participants with the ability to prospect for customers.

OBJECTIVE: Upon the completion of this unit, participants will:

* be able to identify techniques used in prospecting for potential customers
* be able to describe sources of information used in prospecting for customers

ACTIVITIES: Discuss the importance of continually prospecting for new customers.

Identify techniques that are used in prospecting for potential customers.

Describe sources of information that are used in prospecting for customers.

EVALUATION: The participants should be able to list at least five techniques used in prospecting for potential customers and to descibe the importance of prospecting on a continuous basis for new customers.
The participants should be able to describe at least ten sources of information that can be used in prospecting for new customers.

RESOURCES: "How to Market by Telephone"
Available from:
AMACOM
A Division of American Management Assoc.
135 West 50th Street
New York, NY 10020

"Telephone Marketing"
Available from:
American Media, Inc.
1454 30th Street, Suite 105
West Des Moines, Iowa 50265
Price: $2.00 per issue

CONTENT OUTLINE

A. Prospecting

1. 70% of success of telemarketers is in the quality of the prospect lists that are used.

2. Two basic types of lists:
   a. Compiled - lists of names taken from secondary sources such a phone book, census data, etc.
   b. Responsive - lists of names of individuals that have responded in one way or another to some promotion

3. Stress the importance that good prospect lists be used and/or developed:
   a. Poor lists waste time of telemarketers
   b. Poor lists tend to reach to wrong people, causing poor public image for the company and telemarketing

B. Sources of Prospects

1. Reference should be made to the unit found in an earlier unit dealing with "Developing Telemarketing Customers".
2. Other sources of prospect lists should also be identified.

C. Techniques for Prospecting

1. Sources of prospect names and related information must be acquired:
   a. Some lists are generated in-house
   b. Other lists are purchased from outside firms

2. The list should be spot checked for accuracy.
3. Once the list has been determined to be valid, it should be used systematically to insure complete usage.

4. When a prospect is called, notations should be made concerning the outcome of the sales call.:
   a. Those customers that responded with a complete "NO"
   b. Those that wanted additional information
   c. Those that indicated some interest but did not purchase at this time
   d. Those that purchased at this time
   e. Others

5. As prospects are contacted, additional prospects may be developed as referrals from satisfied customers.
6. Prospecting is a constant process
   a. Some companies who sell on a one-time basis are especially in need of good prospects and plenty of them.
   b. With repeat buyers, the development of new prospects is also necessary to cover loss in customers.

TELEMARKETING

ENTRY-LEVEL POSITION

TELEMARKETING SELLING SKILLS

An additional topic, "Team Presentations", which is related to the major category of telemarketing selling skills, which would be appropriate to cover if time permits.

For purposes of this curriculum guide, only those topics which were indicated to be highly important or of medium importance were included in the curriculum design. Additional topics may be developed in the curriculum as deemed appropriate.

TELEMARKETING

ENTRY-LEVEL POSITION

MARKETING TASKS

Within this section no topics were indicated as being highly important to the success of the person working in an entry-level telemarketing position. However, four topics were deemed as being of medium importance. They are as follows:

1. Basic understanding of marketing
2. Know your competition
3. Daily calculations/sales
4. Inventory control

BASIC ELEMENTS OF MARKETING

ENTRY-LEVEL POSITION

MARKETING TASKS

PURPOSE: This unit is designed to assist the participants in understanding the basic elements of marketing.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to identify the basic elements of marketing
* be able to describe each of the basic elements of marketing

ACTIVITIES: Discuss the material contained in the content outline provided. Use practical examples to demonstrate each element as it relates to the business operation of a telemaketing firm.

EVALUATION: The participants should be able to identify the basic elements of marketing.

The participants should be able to describe each of the basic elements of marketing.

RESOURCE:

"Telephone Marketing"
Available from:
DMMA Telephone Marketing Council
6 East 43rd Street
New York, NY 10017

"Telephone Marketing"
by Reuben H. Donnelley
Available from:
Reuben H. Donnelley Corporation
825 3rd Avenue
New York, NY 10022

"Basic Marketing", E. Jerome McCarthy and William D. Perreault, Jr.
Ninth Edition, 1987
Irwin Publishers

CONTENT OUTLINE

A. Marketing's Role in Society

1. Marketing defined
2. How marketing relates to production
3. Micro-marketing and macro-marketing

B. Marketing's Role in the Organization

1. The marketing concept defined
2. Marketing strategy planning
3. The marketing-oriented strategy in target marketing
4. Developing the marketing mix
5. The marketing plan
6. Marketing segmentation

C. Demographics of the U.S. Population

1. Population changes
2. Where the money is located; income levels
3. Consumer spending patterns

D. Customer Buying Motives

1. Consumer buying habits
2. Psychological influences in buying
3. Social influences affecting purchasing

E. Product Planning

1. Differences between products and services
2. Consumer product classes
3. Industrial product classes

F. Distribution Systems

1. Direct channels of distribution
2. Indirect channels
3. Channel management

G. Retailing

H. Wholesaling

I. Promotion

J. Personal Selling

K. Mass Selling

L. Pricing Objectives and Policies

DEALING WITH THE COMPETITION

ENTRY-LEVEL POSITION

MARKETING TASKS

PURPOSE: This unit is designed to assist the participants in knowing who the competition is and how to deal with competition in a telemarketing situation.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to identify who the competition is for products/services sold by their company

* be able to describe techniques to be used in dealing with competition

ACTIVITIES: Discuss the importance of knowing the competition in any business setting, but particularly when working in the field of sales. Identify methods that can be used to determine who the competition is in a business setting.

Describe techniques that can be used in dealing with the competition.

Give the participants product categories or the business type and have them identify other products or firms that are in direct competition.

EVALUATION: The participants will be able to identify who the competition is for products/services of various businesses.

The participants will be able to describe various techniques that can be used in dealing with the competition in a telemarketing situation.

RESOURCES: "How to Be a Successful Telephone Sales Representative"
Available from:
AMACOM
A Division of American Management Association
135 West 50th Street
New York, NY 10020

"Selling Today: A Personal Approach"
by Gerald I. Manning and Barry I. Reece
Third Edition, 1986
Wm. C. Brown Company Publishers
Dubuque, Iowa

CONTENT OUTLINE

A. Competition

1. Basic to free enterprise system in America
2. Price competition
3. Nonprice competition
4. Always know your competition--your customer does
5. Realize that competition is healthy for business

B. Methods for Identifying the Competition

1. Check resources used in prospecting for new customers to identify competition.
2. Know your competition:
   a. Their size, location, number of branches
   b. Their product/service depth and breadth
   c. Their pricing strategies
   d. Size of their sales force
   e. Features and benefits of products/services
3. Complete a product/analysis for the competitor's line as you would for your own company's line.
4. Look at the competition as though you wanted to buy their products/services.

C. Techniques Used in Dealing With the Competition

1. Realize that the customer may be loyal to your competition.
2. Treat the competition with respect.
3. Make comparisons with competition based on fact
4. Stress your company's product features and benefits regarding strengths over the competition.
5. Advantages of the competitor's products/services.

DAILY CALCULATIONS

ENTRY-LEVEL POSITION

MARKETING TASKS

PURPOSE: This unit is designed to help the participants complete daily calculations and keep track of daily sales.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate an ability to complete daily calculations required of telemarketers
* be able to demonstrate an ability to keep track of daily sales

ACTIVITIES: Reference should be made to a later unit of instruction dealing with "Minimum Skill Tasks" and the topic of fundamental math processes and records. This unit may be completed at this time or delayed until a more appropriate time.

Discuss the need for keeping daily sales records in accordance with company policy. Invite a guest speaker to talk about recordkeeping processes that are required in the telemarketing industry. The topics covered by the speaker should relate to the entry-level and telemarketing specialist positions within a company. Examples of sales records should be shared with students, and they should practice completing these sales reports.

EVALUATION: The participants should be able to demonstrate an ability to complete daily calculations required of telemarketers. This unit is referenced above and may be completed at another time.

The participants should be able to demonstrate an ability to keep track of daily sales.

RESOURCES: None have been identified.

INVENTORY CONTROL

ENTRY-LEVEL POSITION

MARKETING TASKS

PURPOSE: This unit is designed to provide the participants with information concerning inventory control methods used by businesses.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to describe inventory control methods used in businesses and the relationship of telemarketing to maintain accurate inventory control records.

ACTIVITIES: Discuss inventory control methods used by local businesses that are considered telemarketing firms. Make reference to the content outline that is provided for other possible topics.

EVALUATION: The participants should be able to describe inventory control methods used in businesses and the relationship of telemarketing to maintain accurate inventory control records.

RESOURCES: "Basic Marketing", E. Jerome McCarthy and William D. Perreault, Jr.
Ninth Edition, 1987
Irwin Publishers

CONTENT OUTLINE

A. Inventory Control

1. Just-in-time delivery techniques

2. Anticipating adequate inventory levels
   a. Seasonal demand
   b. Special sales promotions that affect demand

3. The use of on-line computer systems to maintain inventory control

4. Inventory levels and shipping deadlines

5. Importance of checking inventory levels when selling

6. FIFO and LIFO methods

7. Maintaining inventory records when sales are made

Additionally, there are several topics which are related to the major category of marketing tasks, which would be appropriate to cover if time permits. These are listed below:

1. Consumer and industrial markets
2. Defining your market
3. Economic conditions of markets
4. Channels of distribution
5. Promotional theory
6. Broadcast media
7. Advertising print media
8. Introduction to industrial marketing
9. Overview of direct marketing
10. Mailing lists
11. Direct mail formats
12. Creative tactics
13. Market research
14. Ordering and receiving
15. Marketing trends

For the purposes of this curriculum guide, only those topics which were indicated to be highly important or of medium importance were included in the curriculum design. Additional topics may be developed in the formulation of the curriculum as deemed appropriate.

TELEMARKETING

ENTRY-LEVEL POSITION

BUSINESS RELATED TASKS

Within this section one topic, "Computer Keyboarding", was indicated as being highly important to the success of the individual who would be working in an entry-level position in telemarketing.

COMPUTER KEYBOARDING

ENTRY-LEVEL POSITION

BUSINESS RELATED TASKS

PURPOSE: This unit is designed to assist participants in developing computer keyboarding skills.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate an ability to use the computer keyboard with an acceptable level of skill

ACTIVITIES: Students should complete some form of computer keyboarding instruction. Several different resources are available for this purpose, many of which are available in individualized forms of instruction. Establish an acceptable skill level for students to achieve, given their background, time available for completion, and the requirements of the job market.

EVALUATION: The participants should be able to perform basic computer keyboarding skills at an acceptable level upon completion of this unit of instruction.

RESOURCE: "MICRO-Typewriter Software"

Electric typewriter emulator (calculates WPM)
Available from:

S. E. Warner Software, Inc.
P. O. Box 727
Cedar Falls, Iowa 50613
(319)-277-5185

"MICROPACE"

Timed writing program and skill development (Must be used with South-Western Typing books)
Available from:

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

"MICRO-Keyboarding (available Fall 1987)

Keyboarding lessons (not tutorial-instructor directed)
Available from:

S. E. Warner Software, Inc.
P. O. Box 727
Cedar Falls, Iowa 50613
(319)-277-5185

"MICROCOMPUTER Keyboarding" (Tutorial)

Available from:

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

TELEMARKETING

ENTRY-LEVEL POSITION

BUSINESS RELATED TASKS

Within this section one topic area was determined to be of medium importance to the success of a person employed in an entry-level position in telemarketing. This topic was "law of sales (verbal contracts, application to telemarketing, and implied warranties).

CONSUMER LAWS

ENTRY-LEVEL POSITION

BUSINESS RELATED TASKS

PURPOSE: This unit is designed to assist participants in acquiring knowledge of laws related to sales (verbal contracts, application to telemarketing, and implied warranties).

OBJECTIVE: Upon completion of this unit, participants will:

* be able to explain consumer laws associated with the sale of products/services in telemarketing situations; i.e. verbal contracts and implied warranties

EVALUATION: The participants should be able to describe the various laws associated with the sale of products/services in a telemarketing situation, with particular attention being paid to verbal contracts and implied warranties.

RESOURCES: "Law and the Consumer"
by Arbetman, McMahon, and O'Brien
West Publishing Company
St. Paul, MN

"Consumer Law"
by Furlong and McMahon
West Publishing Company
St. Paul, MN

CONTENT OUTLINE

A. How Laws Protect the Consumer

1. Federal Laws; i.e.:
   a. Federal Food, Drug, and Cosmetic Act
   b. Consumer Product Safety Act
   c. Federal Trade Commission (FTC)
2. State Laws
3. Local Laws

B. Deceptive Sales Practices to Avoid

1. Bait and switch tactics
2. Phony contests
3. Mail-order fraud
4. False advertising
5. Materials and repair fraud

C. Verbal Contracts

1. Difference between a promise and a contract
   a. Promise made by one person and
   b. Doesn't require something in return.
2. A contract is an exchange of promises between two or more people
   a. There is an exchange of money, service or property on the part of both parties.
   b. A contract can be enforced in court.
3. Elements of a contract
   a. There must be an offer by one party and
   b. An acceptance by the other.
   c. This is called mutual agreement.
   d. In every valid contract there must also be an exchange of consideration (something of value).
4. Minors and contracts
   a. A minor is a person under legal age.
   b. Although minors can make contracts, they usually cannot be upheld in court.
5. Contracts can be written or verbal
   a. Some contracts must be in writing to enforce
      (1) Sale of land
      (2) Sale of goods priced at $500 or more
      (3) Promise to pay debt beyond one year
   b. Advice on contracts
      (1) Never sign a contract with blank spaces.
      (2) Never sign a contract to get rid of an irritating salesperson.
      (3) Never sign a contract without getting a copy.

(4) Never sign a contract unless all promises are included in writing and the total amount of money to be paid by the buyer is clearly stated.
(5) Never sign a contract unless you read and understand everything.

D. Expressed Warranties

1. Is a statement--written, oral, or by demonstration--concerning the quality or performance of goods offered for sale
2. Created by statements of fact, but not everything a seller says is a warranty; i.e., opinion
3. If a product's warranty is violated or breached, the consumer can go to court to:
   a. Cancel the contract
   b. Sue for damages
   c. Demand a product that conforms to the warranty

E. Implied Warranties

1. The unwritten standard of quality required, by law, of a product offered for sale
   a. Warranty of merchantability
   b. Warranty of fitness for a particular purpose
   c. Warranty of title

TELEMARKETING

ENTRY-LEVEL POSITION

BUSINESS RELATED TASKS

Additional topics which are related to the major category of marketing tasks, would be appropriate to cover if time permits. Topics include:

1. Business systems
2. Time management
3. Controlling costs and budgeting
4. Credit cards, ratings, and billings
5. Credit policies
6. Collection and follow-up
7. Consumer credit strategies
8. Sources of consumer credit
9. Role of consumer credit
10. Types of credit
11. Cost of credit
12. Credit limit
13. Collection procedures
14. Word processing

For the purposes of this curriculum guide, only those topics which were indicated to be highly important or of medium importance were included in the curriculum design. Additional topics may be developed in the formulation of the curriculum as deemed appropriate.

TELEMARKETING

ENTRY-LEVEL POSITION

BUSINESS SPECIFIC TASKS

Within this section one topic, "Credit Limits", was indicated as being highly important to the success of the person working in an entry-level position in telemarketing.

CONSUMER CREDIT LIMITS

ENTRY-LEVEL POSITION

BUSINESS SPECIFIC TASKS

PURPOSE: This unit is designed to assist participants in developing an understanding of credit limits used in businesses with regard to consumer credit situations.

OBJECTIVE: Upon the completion of this unit, participants will:

* be able to describe factors related to credit limits for consumers

ACTIVITIES: Discuss the topics contained in the content outline provided with regard to consumer credit limits. Stress the importance of establishing limits of credit available to consumers.

Invite a guest speaker who has expertise in working with consumer credit to address these issues. Have students establish their own credit limits based on the information presented by the speaker.

EVALUATION: The participants will be able to describe factors related to credit limits for consumers.

The participants should be able to establish their own credit limits.

RESOURCES:

"Your Credit Rights"
Available from:
Federal Reserve Bank of Minneapolis
Minneapolis, MN 55480

"Consumer Economics"
by Lewis Mandell
Available from:
Science Research Associates, Inc.
Chicago, IL, 1981

"Law and the Consumer"
by Arbetman, McMahon, and O'Brien
Available from:
West Publishing Company
St. Paul, MN, 1982

CONTENT OUTLINE

A. Consumer Credit

1. Types of credit
2. Who should use credit
3. The cost of credit
4. Steps to obtaining credit
5. Reasons for limiting consumer credit

B. Factors Involved in Limiting Consumer Credit

1. Limitations set by management policy
2. Customer's ability to pay
3. History of customer credit experience
4. Size of the purchase/amount to be financed

TELEMARKETING

ENTRY-LEVEL POSITION

BUSINESS SPECIFIC TASKS

Within this section two topics were deemed as being of medium importance to the success of the individual who would be employed in an entry-level position in telemarketing. These are listed below:

1. Collection and follow-up
2. Collection procedures

COLLECTION PROCEDURES

ENTRY-LEVEL POSITION

BUSINESS SPECIFIC TASKS

PURPOSE: This unit is designed to assist the participants in understanding collection procedures and follow-up techniques used by telemarketers.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate an understanding of collection procedures used in telemarketing

* be able to demonstrate an understanding of follow-up techniques used with collections

ACTIVITIES: Discuss topics that are related to collection procedures.

Invite a guest speaker to speak on the subject.

EVALUATION: The participants should be able to demonstrate an understanding of collection procedures used in telemarketing.

The participants should be able to describe follow-up techniques used in collections in a telemarketing situation.

RESOURCES:

"Your Credit Rights"
Available from:
Federal Reserve Bank of Minneapolis
Minneapolis, MN 55480

"Consumer Economics"
by Lewis Mandell
Available from:
Science Research Associates, Inc.
Chicago, IL, 1981

"Law and the Consumer"
by Arbetman, McMahon, and O'Brien
Available from:
West Publishing Company
St. Paul, MN, 1982

TELEMARKETING

ENTRY-LEVEL POSITION

BUSINESS SPECIFIC TASKS

Additional topics releted to the major category of business specific tasks, would be appropriate to cover if time permits. These topics are:

1. Credit cards, ratings, and billings
2. Role of consumer credit
3. Credit promotion
4. Market research
5. Processing and analysis of survey results
6. Legal, ethical, and moral requirements

For purposes of this curriculum guide, only those topics which were indicated to be highly important or of medium importance were included in the curriculum design. Additional topics may be developed in the curriculum as deemed appropriate.

TELEMARKETING

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

Within this section several topics were indicated as being highly important to the success of the person working in an entry-level position in telemarketing. These are listed below:

1. Letter of application
2. Interview
3. Dealing with anger
4. Goal setting
5. Psychology - consumer behavior - self
6. Understanding human behavior (indicated as being of medium importance, but will be combined in discussion with psychology of consumer behavior)

LETTERS OF APPLICATION

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to provide the participants with an understanding of what constitutes a professionally prepared letter of application.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate an understanding of the elements of a professionally prepared letter of application

* be able to prepare a professional letter of application

ACTIVITIES: Discuss the elements of a professionally prepared letter of application. Review the different types of letters of application and when they should be used. Refer to the information contained in the outline and the sample letters provided.

Have the students write and then type several letters of application which could be used as a format for an actual job application.

EVALUATION: The participants will be able to demonstrate an understanding of the various elements contained in a professionally prepared letter of application.

The participants will be able to demonstrate an ability to prepare and type a professional letter of application.

RESOURCES: "How to Get a Job Guide"
Business Week's Guide to Careers
1986 Edition

"Business Week--Careers"
September, October, and November 1986
March/April 1987
Available from:
McGraw-Hill Publication

CONTENT OUTLINE

A. Types of Application Letters

1. Form letters sent to multiple employers
   a. Can be duplicated in large qualities
   b. With use of word processing, addresses can be customized for more effectiveness
   c. Sent to prospective employers to introduce candidate and seek any job that is available for which they are qualified

2. Specific letters applying for a known vacancy
   a. Should be addressed to the person or department having the vacancy
   b. Mention where the opening announcement was found
   c. Mention specifically the job you are seeking

B. Tips for Writing a Good Cover Letter

1. Send a typed original letter with your resume.

2. Avoid form letters.

3. Never send a photocopied letter or handwritten letter.

4. Address the letter to a specific individual if possible.

5. Sound upbeat and confident--use positive language.

6. Tailor your letter to the needs of the company and the requirements of the job you are seeking.

7. State the position you are seeking.

8. State some follow-up to the letter you are sending; i.e., that you will call, visit, etc.

9. Match your stationery and resume stock in both size and shade. Use 8 1/2" X 11" paper in white, off-white, ivory or light gray.

C. Refer to the sample letters provided on the following pages

1. Letter of introduction

2. Letter of application

LETTER OF INTRODUCTION

SAMPLE

527 Shoreline Drive
Des Moines, Iowa 50130
(515)-299-6565

Ms. Jennifer Morganson
Vice President for Marketing
Telecommunications, Inc.
429 South Grand Avenue
Des Moines, Iowa 50310

Dear Ms. Morganson:

The Telemarketing Sales Division of Telecommunications, Inc. has an excellent reputation in Des Moines and the state of Iowa. Your firm has received some very positive publicity in the past week regarding its plans to expand operations into a new location in West Des Moines. This is very good news for experienced people in the field of telemarketing. I am such a person, having just completed my sixth year in the field of telemarketing for a Des Moines based company.

Your name was referred to me by Mr. Adam Thompson of Telestar, Inc. because of your professional expertise in telemarketing and your interest in acquiring qualified and well-trained personnel. As you can see from my enclosed resume, I have two years of training in addition to the six years of telemarketing work experience. I feel strongly I have the qualifications to fill a position in one of your departments as you make plans for this important expansion.

Please review my resume and feel free to contact any of the references listed. I am certain you will find I have the background you will be needing. I look forward to the opportunity of discussing in greater detail how your organization's goals for the future can be served by my capabilities. Please contact me if you desire more information.

Sincerely,

(Signature)
John Smith

LETTER OF APPLICATION

SAMPLE

527 Shoreline Drive
Des Moines, Iowa 50130
(515)-299-6565

Ms. Jennifer Morganson
Vice President for Marketing
Telecommunications, Inc.
429 South Grand Avenue
Des Moines, Iowa 50310

Dear Ms. Morganson:

The purpose of this letter is to apply for the position of Sales Supervisor in the Directory Service Center of your organization. This position was advertised in the Des Moines Register this past Sunday. The Telemarketing Sales Division of Telecommunications, Inc. has an excellent reputation in Des Moines and the state of Iowa. Your firm has received positive publicity in the past week regarding its plans to expand operations into a new location in West Des Moines. This is very good news for experienced people in the field of telemarketing. I am such a person, having just completed my sixth year in the field of telemarketing for a Des Moines based company.

Mr. Adam Thompson of Telestar, Inc. has mentioned your name because of your professional expertise in telemarketing and your interest in acquiring qualified and well-trained personnel. As you can see from my enclosed resume, I have two years of training in addition to the six years of telemarketing work experience. I feel strongly I have the qualifications to fill the position of Sales Supervisor in the Directory Service Center of your company.

Please review my resume and feel free to contact any of the references listed. I am certain you will find I have the background you will be needing. I look forward to the opportunity of discussing in greater detail how your organization's goals for the future can be served by my capabilities. Please contact me if you desire more information.

Sincerely,

(Signature)
John Smith

JOB INTERVIEWS

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to assist the participants in developing skills in job interviewing.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate skill in job interviewing

ACTIVITIES: Discuss the topics contained in the content outline is provided.

Invite a guest speaker who is a manager of a telemarketing department, a professional interviewer, or personnel manager to discuss the various points.

Each student should prepare for a mock interview. This can be role played in class. Another student play the part of the employer or the instructor can role play the part.

Each participant could be assigned the task of setting up an interview with someone in the institution or an outside organization to complete a mock interview. The student should make contact with the individual, explain the purpose of the interview, complete the interview, and have the interviewer complete an evaluation of the interview.

EVALUATION: The participants should be able to demonstrate an ability to complete a mock interview using the techniques and principles discussed in class.

RESOURCES: "How to Get a Job Guide"
Business Week's Guide to Careers
1986 Edition

"Business Week--Careers"
September, October, and November 1986
March/April 1987
Available from:
McGraw-Hill Publication

CONTENT OUTLINE

A. Preparation for the Job Interview

1. Research the company
   a. What does the company do?
   b. Who will do the interviewing?
   c. Find out about the company's customers, products, competitors, etc. if possible.

2. Dress for Success
   a. Professional attire
   b. Shined shoes
   c. Eliminate excess jewelry
   d. Well groomed

3. Make a list of questions to ask in the interview--some examples often asked by job hunters:
   a. What is the principal job of this department?
   b. Describe the duties of the person in this job.
   c. What kind of person are you looking for?
   d. How do the people in the job allocate their time?
   e. What are the most important responsibilities?
   f. Where is the last person(s) that held this position working right now?
   g. What is your biggest problem/challenge?
   h. What role would you like me to have in solving the problem?
   i. To whom would I report?
   j. Who would work for me (where applicable)?
   k. What is the background of my potential supervisor?
   l. Who are the other people I would work with?
   m. What are the job holder's most important relationships--clients, customers, other employees?
   n. Where would I be situated; what kind of equipment is available?
   o. Are there performance reviews?
   p. What is the outcome of performance reviews?
   q. What kind of schedule do you work?
   r. What professional organizations and publications are important to this position?
   s. What kinds of training is available upon immediate employment and in the future?
   t. What advancement opportunities are available?
   u. What educational and training requirements are there for advancement?

4. Bring a copy of resume, letter of application, references, transcripts, etc.

5. Think about questions the interviewer could ask--some sample questions asked by interviewers:
   a. Why would you like to work for this company?
   b. How did you decide on your major in college?
   c. Why did you choose to attend college? (if you did)
   d. What are your career goals?
   e. How are you going to achieve your career goals?
   f. What sets you apart from other people who want this job?
   g. What is your greatest strength?
   h. What is your greatest weakness?
   i. Describe your best boss.
   j. What was the biggest challenge you have faced?
   k. How did you overcome that challenge?
   l. What would you like to be doing in ten years?
   m. How much money would you like to be earning in five and ten years?
   n. What qualities do you think are needed in this position?
   o. What has been your most significant accomplishment in college or your present job?
   p. Describe a typical day in your current job.
   q. What do you know about our organization?
   r. What would you like to know about our organization?
   s. What are your hobbies and interests?
   t. How soon can you start?
   u. Where else are you interviewing?
   v. What starting salary would you expect?

B. The Actual Interview

1. Be on time--show up early .
2. Do not smoke or chew gum during the interview, even if offered by the interviewer.
3. If interviewed during lunch or dinner, watch your manners.
4. Think positive--be enthusiastic, but don't fake it.
5. Control emotions.
6. Watch use of grammar--use professional terms when appropriate.
7. Use a firm handshake.
8. Think before answering questions.
9. Be sure to ask questions when appropriate.
10. Do not address the interviewer by his/her first name.
11. Avoid jokes, far-out slang, and profanity.
12. Put off questions about salary and benefits until you have an offer or the interviewer brings them up.
13. Avoid coming across as being desperate for a job.
14. Look at the interviewer when speaking--make eye contact.
15. If the interviewer is interrupted by a telephone call or a visitor, do not listen in or enter the conversation--do not comment on the interruption--do remember the last topic before the interruption so you can pick up on the conversation.

16. Ask when the company plans to make a decision.
17. Shake hands and thank him/her for the interview.
18. Offer to leave a copy of references and resume.

C. After the Interview

1. Write a letter of follow-up to the interview within 24 hours.
2. Express your reaction to the company, the interviewer, and the interview in positive terms.
3. If it is true, express your interest in working for the company.
4. Thank the interviewer for his/her time.
5. If you receive no response within a couple of weeks phone the company to check on the status of the position
6. Do not overdo the phone calls.
7. Do not say you have a job offer when you don't in hopes of forcing a decision--you could be knocked out of the running simply because your timing is off.
8. Do keep interviewing with other companies--don't hang your hat on this one job.

CONSUMER BEHAVIOR

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to provide the participants with an understanding of the psychology of consumer behavior and self, and how to deal with anger on the job.

OBJECTIVES: Upon completion of this unit, participants will:

* be able to demonstrate an understanding of the psychology of consumer behavior and self
* be able to demonstrate an understanding of how to deal with anger on the job

ACTIVITIES: Discuss topics contained in the content outline provided.

Case studies can be developed or referenced for use in class to give the participants experience with the following topics:

1. Psychology of consumer behavior
2. Psychology of self
3. Dealing with anger

EVALUATION: The participants should be able to demonstrate an understanding of the psychology of consumer behavior and self.

The participants should be able to demonstrate an understanding of how to deal with anger on the job.

RESOURCES: "Marketing"
by William M. Pride and O. C. Ferrell
Houghton Mifflin Company

CONTENT OUTLINE

A. Psychology of Consumer Behavior

1. Consumer buying decision process
   a. Problem recognition
   b. Information search
   c. Evaluation of alternatives
   d. Purchase
   e. Postpurchase evaluation

2. Influences on consumer buying decision process
   a. Person-specific influences
      (1) Demographic factors
      (2) Situational factors
   b. Psychological influences
      (1) Perception
      (2) Information inputs
      (3) Selective exposure
      (4) Selective distortion
      (5) Self-concept
      (6) Learning
      (7) Attitudes
      (8) Personality
   c. Social influences
      (1) Roles and family influences
      (2) Reference group influences
      (3) Social classes
      (4) Cultural and subcultural influences

B. Psychology of Self

1. Individual's role in the work place
2. Relationships with employer/supervisor/boss
3. Relationships with co-workers
4. Work ethic
5. Job performance vs. job satisfaction
6. Self-image and self-concept
7. Relationships with clients and customers

C. Dealing With Anger

1. Recognition of the cause of the anger
2. Identify who is involved in the situation
3. Give others the benefit of doubt
4. Take ten to cool off
5. Realize the customer may be wrong, but remember the CUSTOMER IS ALWAYS RIGHT policy
6. Work toward problem resolution
7. Confront the problem vs. ignore the problem
8. Think before speaking
9. Look at the situation through the other person's eyes
10. Don't gunnysack problems; deal with each one as it arises

GOAL SETTING

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to assist the participants with skill in goal setting.

OBJECTIVES: Upon completion of this unit, participants will:

* be able to identify techniques used in goal setting
* be able to demonstrate an ability to set goals that are professional and/or personal

ACTIVITIES: Review the information contained in the content outline.

Work through an example, using the format in the content outline to demonstrate the process of goal setting to the participants.

Participants should develop short-range and long-range goals that are of a professional and/or personal nature. These may be shared with the class if desired by the participants. Goal setting can be personal and students should not be forced to share what they have developed. They may, however, want to discuss their goals with the instructor in terms of how to go about achieving their goals.

EVALUATION: The participants should be able to identify techniques used in goal setting.

The participants should be able to demonstrate an ability to set goals that are professional and/or personal.

RESOURCES: None identified specifically.

CONTENT OUTLINE

A. Goal Setting Techniques

1. Goals are general statements of what needs to be achieved
   a. You cannot do a goal.
   b. You need to identify steps that can be used to reach your goals.
2. Start with one small goal at first
   a. Setting too large a goal or one that takes a long time can be discouraging.
   b. After initial success, it is easier to move onto more complex goals.
3. Statement of the goal(s)
   a. List steps to be followed in achieving the goal.
   b. List others who could help you achieve your goal.
   c. List resources needed to achieve the goal.
   d. Establish timelines for each step toward your goal.
   e. Set a time or date to reach your goal.
4. State of outcomes from your goals
   a. What will happen after the goal is achieved?
   b. What benefits will be derived from the goal?
   c. How will you know that you have achieved your goal?
5. What to do if the goal is not reached on time
   a. Don't give up; restructure your plan.
   b. Keep trying; realize that this isn't a failure, only a delay in achieving your goal.
6. Overcome procrastination

B. Visualize yourself having reached your goal

1. What will be different about your life after you reach your goal?
2. What will you look like, what kind of job will you have, where will you be living, etc.
3. Realize that goals don't just happen; they take work.
4. Change takes time.
5. You must benefit in some way from your goals if you are going to be able to stay with them to the finish.

TELEMARKETING

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

Within this section several topics were indicated as being of medium importance to the success of a person employeed in an entry-level position in telemarketing. These topics are listed below:

1. Application forms
2. Resume
3. Appeal to emotion
4. Reading/understanding trade journals
5. Career research
6. Job change
7. Understanting human behavior (Covered in previous instructional unit)

JOB APPLICATIONS & RESUMES

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to provide the participants with an understanding of and skill in completing job applications and developing resumes.

OBJECTIVES: Upon completion of this unit, participants will:

* be able to demonstrate an understanding of the importance of job applications to the interviewing process
* be able to demonstrate an ability to complete job applications
* be able to demonstrate an ability to develop a professional resume

ACTIVITIES: Review the information contained in the content outline provided.

Invite a guest speaker who has addressed topics in previous units of instruction to discuss each of these topics.

Furnish copies of job application forms to students and ask them to complete the forms for practice. Stress the need for neatness, accuracy, and completeness.

Share with the students several resume formats that can be used. Have them choose one of the formats and then develop their own resume. This should be placed on file with the instructor for future reference.

EVALUATION: The participants should be able to demonstrate an understanding of the importance of job applications to the interviewing process.

The participants should be able to demonstrate an ability to complete job applications.

The participants should be able to demonstrate an ability to develop a professional resume.

RESOURCES: "How to Get a Job Guide"
Business Week's Guide to Careers
1986 Edition

"Business Week--Careers"
September, October, and November 1986
March/April 1987
Available from:
McGraw-Hill Publication

CONTENT OUTLINE

A. Application forms

1. Purposes of the application form
   a. Gathers information on the applicants
   b. Used by managers in preparing for interview
   c. Provides additional background information not contained in the resume
   d. Becomes a permanent record in personnel when hired

2. Items covered in application forms--share examples

3. Illegal questions on applications and in interviews
   a. Race, color, and national origin
   b. Handicapping conditions
   c. Family/marital status or plans
   d. Arrest record
   e. Sex and age
   f. Father's surname
   g. Origin of foreign language
   h. Previous residence
   i. Military service

B. Resume Development

1. Formats available
   a. Chronological resumes
   b. Functional resumes
   c. Targeted resumes

2. Information that could be included
   a. Name, address, and phone number(s)--if living in temporary housing, list permanent address
   b. Career objective
   c. Educational background
   d. Work experience
   e. Personal interests (optional)
   f. Professional organization membership
   g. Leadership roles in organizations
   h. References (may indicate available upon request)
   i. Capabilities
   j. Achievements

EMOTIONAL APPEAL

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to provide the participants with an understanding of how to appeal to the emotion of people, whether in a selling situation or job interview.

OBJECTIVE: Upon completion of this unit, participants will:

* be able to demonstrate an understanding of how to appeal to the emotions of people

ACTIVITIES: Have students role play a selling situation or job interviewing situation to demonstrate their ability to appeal to the emotions of the customer or the interviewer.

EVALUATION: The participants should be able to demonstrate an understanding of how to appeal to the emotions of people.

RESOURCES: None identified specifically.

PROFESSIONAL TRADE JOURNALS

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to assist participants in developing an understanding for the need to read and understand the various trade jounals available in their professional field.

OBJECTIVE: Upon the completion of this unit, participants will:

* be able to identify the need for reading and understanding professional trade journals

ACTIVITIES: Share with the participants the types of trade journals available in their professional/ career field.

Have students conduct a literature review of trade journals available in their career field. If there are companies available locally related to the students' career field, have students make contact with them to obtain listings and possibly copies of trade journals to begin a reference library.

Review the various sections contained in most trade journals so students are familiar with what is available. Stress the importance of reading trade journals on a regular basis to stay up to date in the field.

EVALUATION: The participants should be able to identify the need for reading and understanding professional trade journals.

RESOURCES: None identified specifically.

Reference should be made to a variety of trade journals that would be available locally.

CAREER SEARCHES & JOB CHANGES

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

PURPOSE: This unit is designed to provide the participants with an understanding of techniques used in doing career research and in changing jobs.

OBJECTIVES: Upon completion of this unit, participants will:

* be able to identify techniques used in doing career research
* be able to demonstrate an understanding of techniques used in changing jobs

ACTIVITIES: Review the topics contained in the content outline provided. Stress the importance of doing a thorough job of researching careers in following a logical sequence of steps in making job changes.

EVALUATION: The participants will be able to identify techniques used in doing career research.

The participants will be able to demonstrate an understanding of techniques used in changing jobs.

RESOURCES: "How to Get a Job Guide"
Business Week's Guide to Careers
1986 Edition

"Business Week--Careers"
September/October/November 1986
March/April 1987
Available from:
McGraw-Hill Publication

CONTENT OUTLINE

A. Career Research Techniques

1. First step in the process is to identify the career field
   a. The one your are in now
   b. Whether you want to stay in the same field
   c. The one you would like to change to if appropriate

2. Gather information about the career field
   a. Talk to prospective employers using the backdoor approach to interviewing.
   b. Identify companies you would like to research.
   c. Contact manager, vice president or someone at a higher level in the organization.
   d. Get his/her name, title, phone number and address.
   e. Make appointment to discuss careers in his/her field; i.e., telemarketing careers.
   f. Meet with individual (set 30 minute limit of time you want; if more time is needed let he/she suggest setting a longer time).
   g. Prepare a list of questions you want to ask of this person:
      (1) Qualifications of the people recently hired by the company
      (2) Company's expectations of the persons they hire into specific positions of interest to you
      (3) What qualities do they expect in the people
      (4) Training made available
      (5) Advancement opportunities available
      (6) Additional training and education requirements
      (7) Others that are appropriate
   h. Do not mention that you are looking for a job--you are merely exploring careers.
   i. Avoid wasting time--stick to your questions and then leave at the end of the appointment unless invited to stay longer.
   j. After each appointment, send a letter of thanks to the person you interviewed. Give them your impressions of their company and indicate your interest in seeking possible employment with their firm.
   k. Complete as many of these interviews as needed to gain adequate information about careers of interest.

3. Research careers by talking to experts in the field of job placement
   a. Be aware that some agencies charge for this service.
   b. Other firms may charge a small fee to input your. occupational data into their files.
   c. Let exerts know if you want your file provided to prospective employers with or without notice.
   d. Keep your options open; do not limit yourself to a geographic area unless you are not able to move.

B. Techniques for Changing Jobs

1. After completing your career research, identify several specific companies you would like to contact.

2. Identify the person(s) within each organization who would be appropriate to contact.

3. Send letter of introduction along with your resume to each of these individuals, or contact them personally to set up a time to see them, possibly using the steps outlined above to explore career possibilities.

4. Keep records of which companies you have contacted--it is embarrassing to be called by a company and then not remember who they are or what they do.

5. Follow job interviewing procedures outlined in another unit of instruction.

6. Be cautious who you tell about your plans to change jobs
   a. This information can be upsetting to current employers.
   b. Ask potential employers to contact you before making contact with your current employer so you are aware of any reference checks they might make on you.

7. Identify the pros and cons of making each job change and prioritize them so that you can make a sound decision whether or not to actually make the change.

TELEMARKETING

ENTRY-LEVEL POSITION

PERSONNEL/HUMAN RESOURCES RELATED

Additional topics which were included within this unit which would be appropriate to cover if time permits include:

1. Social forces, legal rights, and dispute resolutions
2. Training methods
3. Disciplining employees
4. Compensation
5. Interview techniques
6. Team building
7. What is supervision?
8. First Aid I (health/safety)
9. General psychology
10. Grooming for success
11. Environment design
12. Transactional anaylsis (neuro-linguistic programming)
13. Attitudes

For purposes of this curriculum guide, only those topics which were indicated to be highly important or of medium importance were included in the curriculum design. Additional topics may be developed in the curriculum as deemed appropriate.

TELEMARKETING

ENTRY-LEVEL POSITION

COMMUNICATIONS AND MINIMUM SKILL TASKS

Several topics were indicated to be necessary for an individual employed in an entry-level telemarketing position, namely communications tasks and minimum skill tasks. These topics have not been developed into curriculum guides or content outlines because these topics can be more fully covered as a part of courses such as "Business Communications", "Basic Speech", "Business Mathematics", etc., and offered at the institution by qualified staff.

However, the following topics should be included in the appropriate courses to be sure that individuals who complete this level of training have instruction in these areas. The topics are as follows:

COMMUNICATIONS TASKS

HIGHLY IMPORTANT

1. Business vocabulary
2. Listening techniques
3. Vocal image
4. Voice techniques
5. Data recording

MEDIUM IMPORTANCE

1. Written sentence structure
2. Geographic differences in communications (dialects, location)
3. Communications styles
4. Information presentation
5. Delivery
6. Interaction/feedback/follow-up

RELATED TOPICS

1. Business letters
2. Physical demonstration
3. Impromptu speech
4. Discussion/debate
5. Arrangement/preparation for a presentation
6. Communication theory
7. Design of manuals

TELEMARKETING

ENTRY-LEVEL POSITION

COMMUNICATIONS AND MINIMUM SKILL TASKS

MINIMUM SKILL TASKS

HIGHLY IMPORTANT

1. Reading
2. Speaking
3. Grammar

MEDIUM IMPORTANCE

1. Writing
2. Spelling
3. Fundamental math processes and records
4. Percentages and discounts

RELATED TOPICS

1. Written sentence structure
2. Fractions and decimals